DOCUMENT RESUME

ED 175 738 SO 011 593

AUTHOR Pemberton, S. Macpherson
TITLE Developments in Technical Education in the British Caribbean, 1940-60.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 79
NOTE 57p.; Not available from EDRS in paper copy due to light and broken print type throughout original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; American History; Apprenticeships; Changing Attitudes; Comparative Education; Developing Nations; *Economic Development; *Economic Factors; Educational Attitudes; *Educational Development; Educational Objectives; Foreign Countries; Higher Education; Industrialization; Secondary Education; Skill Development; *Technical Education; Technical Institutes; Vocational Schools
IDENTIFIERS *British West Indies

ABSTRACT

The paper discusses developments in technical education in the British West Indies from 1940-1960 emphasizing the relation between education and economic development. The objective is to analyze the economic basis of progress in technical education. The document is presented in four chapters. Chapter I summarizes historical background prior to 1940, noting causes of frustration in efforts to develop technical education such as the economic weakness of the area and a tendency to value classical education more than technical education. Chapter II views growth in the economy and education during World War II, discussing British and American contributions to technical education, effects of wartime economy on industrial growth and unemployment, and the impact of that growth on technical education. Chapter III outlines post-war trends and developments, including the establishment of institutes of technology and technical high schools, the impact of rapid urbanization and industrialization on the need for technical education, its accompanying growth in status, improvement of apprenticeship conditions and training, increased involvement by industrial companies, and mounting demand for skills education. Conclusions in Chapter IV reemphasize the influence of economic factors on education, changing attitudes toward technical education, and efforts made to relate education to the needs of the islanders. Recommendations include offering more trade training, short courses, and scholarships for teacher training, establishing technical education centers in the smaller islands, and developing regional technical education centers. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MAR 26 1979

BEST COPY AVAILABLE

ED175738

DEVELOPMENTS IN TECHNICAL EDUCATION IN THE BRITISH CARIBBEAN, 1940-60

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

S. Macpherson Pemberton

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

S. M. Pemberton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
U.S. OFFICE OF EDUCATION
WASHINGTON, D. C.

February, 1979

SO 011 583

TABLE OF CONTENTS

		Page
Preface		1
Chapter		
I	The Situation Before World War II	3
II	Wartime Economic Activities	16
III	Post-War Trends and Developments	31
Conclusion		50
Bibliography		53

PREFACE

The purpose of this paper is to examine and analyse the economic basis if progress in technical education in the British West Indies, since 1940. The paper will consist of a preface, three chapters, and a conclusion.

The first chapter, the situation before 1940, will attempt to show what were the root-causes of the frustrated efforts to develop technical education in the West Indies earlier. During the last quarter of the nineteenth century or even earlier, valiant proposals were put forward for technical education. But these failed to see systematic fulfilment for at least two reasons: poor economy and poor vision. In general the people had come to accept as good education only that which prepared their children for white collar jobs. They had great respect for literary education and looked down on technical education.

The second chapter, wartime activities, will concentrate on the decisive role of economic forces in the direction of technical education. The Marriott-Mayhew Education Report of 1931-33, figures to a not inconsiderable degree here. It is intended to show in this chapter, too, that improvements in the wartime economy formed the springboard of progress in education in general and technical education

in particular. The antipathy to technical education was greatly lessened when it was convincing enough that such training was an integral part of an educational scheme and not as a means of providing cheap labour.

The third chapter, post war trends and developments, will deal with the many programmes in technical education. Rapid urbanization and industrialisation bring in their train the need for development of skills. The need and demand for technical skill in handling machinery, call for changes in the school's curriculum and in the school's attitude. An effort is made to adapt education to the social and economic needs of the West Indian people. It is important to note some American influence in this direction.

The sources for this paper include reports of education departments, annual government reports, colonial office reports, Caribbean commissions, West Indian conferences and committees, newspapers, agricultural and industrial reports, censuses and statistics, a colonial governor's notebook, memoirs, and proceedings of legislative council meetings. A good secondary source is A Century of West Indian Education by Shirley Gordon.

CHAPTER I

THE SITUATION BEFORE WORLD WAR II

The territory known as the British West Indies is a large group of islands enclosing the Caribbean Sea and extending from the southern tip of Florida in North America to British Guiana on the northeastern coast of South America. The islands have a tropical climate and include Barbados, Jamaica with its dependencies, the Leeward Islands (Antigua, Montserrat, St. Kitts, Nevis, Anguilla and the British Virgin Islands), Trinidad and Tobago, and the Windward Islands (Dominica, Grenada, St. Lucia and St. Vincent). The Bahama Islands further north have a subtropical climate. Jamaica, the largest, Trinidad, the second in size, and Barbados, are the more prosperous islands of the group.

The history of these islands begins with Columbus' discovery of America in 1492. Britain became the earliest rival of Spain for the rich rewards which the islands promised. Many battles were fought in the seventeenth and eighteenth centuries. France and the Netherlands soon joined in, and bitter rivalries developed for a foothold in the New World. In the end British supremacy prevailed. In 1655 the Spanish in Jamaica surrendered to a British force under Oliver Cromwell. Antigua was ceded by the French to the British

at the Treaty of Breda in 1666, and Britain wrested St. Kitts and Montserrat by the Treaty of Versailles in 1783.

Education received very little attention from the Spanish in the West Indies. British neglect was hardly any less pronounced for some time after they gained control. After the British established their system of government in Jamaica in 1663, however, a few private schools were endowed by planters and merchants. In this way the Alley School and Manchester High schools and Wolmer's School in Jamaica and the Harrison's Free School in Barbados were started. These schools either taught the classics to a few pupils or like the charity schools in England offered a general elementary school education. For the British had brought their institutions with them to the West Indies.

The main institution for maintaining English customs in the British West Indies was the Church. It had some interest in education. In the secondary schools they upheld the classics. The clergy sought to maintain English standards. Directly and indirectly, their approach to education resulted in a bias for classical studies. Directly some ministers tried to transplant English institutions to the West Indies. Others were interested in translating English principles of education to the area. Many ministers in an attempt to get educated and influential support considered themselves bound to prove that West Indians could do as well as the English in education. This claim led to a copying of English practice.

Consequently, the classics, modern studies, and then the natural sciences became the accepted order of merit, even though the reverse might have proved more expedient for the territory. The assertion of the English clergy that West Indians could become as learned as their English counterparts was not groundless. Visitors to the West Indies in the nineteenth century bore evidence to this. Dr. William Lloyd, on a visit to the West Indies in 1836, wrote back to his friends in England, observing that "from society, from balls, and parties, the coloured people are excluded, though many of them are . . . as well educated"[1] as Europeans.

For a long time the curriculum of the secondary schools was classical. This seemed to be imposed on West Indians as the teachers in these schools were mostly Englishmen who were appointed by the colonial governments. But West Indians themselves soon fell in line with this and accepted classical education as best. There were several motives underlying this attitude. West Indians had come to realize that many of the finest minds in England and Western Europe had been nurtured on the study of the classics; and this impressed them. They also welcomed the classical curriculum for the opportunity with which it provided them to rival English colonial administrators and professionals in their own territories.

---

[1]William Lloyd, Letters from the West Indies (London, 1836), p. 49.

In this way West Indians hoped to qualify for posts which Englishmen occupied in the colonies. Many looked to the Oxford and Cambridge certificates as an entry into respectable employment or white-collar jobs. Other types of education were viewed with suspicion and even despised. Governor Elgin of Jamaica in a despatch to the Secretary of State in 1845, commented that education had been prized as "the means of enabling the child of the labourer to emancipate himself from the pursuits in which his parent had been engaged."[2] This view of education which was held at the primary as well as the secondary level, was shared by religious teachers and parents and children alike.

As the nineteenth century wore on the need for other forms of education was felt. There were frequent attacks on the curriculum as being too bookish and not enough related to the needs of the West Indian community. In January, 1892, the Agricultural Reporter in Barbados laid the charge that the schools had been "neglecting studies which would teach the rising generation, not alone the dignity of labour, but how to labour freely to get their living."[3] But the Reporter

---

[2]Lord Elgin, Despatch covering Blue Book of 1844, 7 May, 1845, as quoted by Shirley Gordon, A Century of West Indian Education (London, 1963), p. 59.

[3]Agricultural Reporter, January 1892, as quoted by Shirley Gordon, op. cit., p. 135.

also recognized the challenge of the moment in view of the prevailing concept of education, remarking that the sons and daughters of the labouring classes had "begun to look with disdain upon . . . manual labour. Field labour, in particular, they regard as an abomination."[4] Yet it was with field labour that the West Indian economy was most closely tied. Many, therefore, advocated more scientific and agriculture education.

For some time the reaction to agricultural education remained unfavourable. The argument ran that practical or agricultural education would merely keep the people tied to farm labour which was only a reminder of slavery. Slavery was abolished in 1833. It was a cruel system and the people remembered only too well. Hence their enthusiasm for such education was not very high despite great efforts to convince them of its importance to the territory. It is interesting to note, however, that while the labouring classes were less inclined to practical instruction, the planters favoured it. Quite naturally they realized that agricultural education would greatly benefit them.

At the close of the nineteenth century, a comprehensive scheme of agricultural education was embarked upon at all levels as one means of making the British colonies more profitable. Since the islands depended largely on

---

[4] Ibid.

agriculture, such a programme should be in their best interest, it was reasoned. In 1899 Joseph Chamberlain, Secretary of State for the Colonies, issued his comprehensive proposals:

(a) Higher agricultural education imparted at existing high schools and colleges and by the medium of public lectures.

(b) The maintenance of Agricultural Schools for selected pupils who will be treated as apprentices.

(c) The teaching of the principle of Agriculture in Elementary Schools.[5]

But the programme in agricultural education did not seem to profit the small-holding farmers. It was, however, of inestimable value. It had succeeded in channeling a departure from mere classical studies in its emphasis upon the sciences. And this was important. Not only did the curriculum in all the schools undergo considerable modification but the idea of relating education to the needs of society gradually affected the prevailing attitude of what a good education should be. In 1908, the Director of Hope Farm, an agricultural college north of Kingston, Jamaica, reported that many Jamaican youths of the better working class and peasant-proprietor class were pleased to sit at their desks with pens stuck behind their ears, and showed very little interest in obtaining a good education in scientific agriculture provided by government. By 1916, however, the director

---

[5]Circular Despatch by Joseph Chamberlain, 4 October 1899, as quoted by Shirley Gordon, op. cit., pp. 140-141.

noted a remarkable change. The college was soon filled with eager learners and good workers.[6]

This willingness on the part of West Indian youth to accept practical training was of the utmost significance. Indeed less resistance to practical education would make it somewhat easier for governments which recognized the need of such training and wished to do something about it. For the West Indian islands were terribly lacking in skilled workmen, and these must be supplied if progress was to be made.

The lack of skilled workmen was blamed on the failure of the apprenticeship system. This system was instituted after the abolition of slavery in the West Indies in 1834. It is true that white indentured servants from Europe were bound to their masters during slavery by the system of apprenticeship. From 1834-1838 ex-slaves were legally bound to serve their former masters until absolute freedom was granted. It was the master's responsibility to see to it that the apprentice was instructed in the rudiments of learning as well as a trade. Within the next quarter of a century apprenticeship was extended to provide for vagrant, destitute and disorderly children. An ordinance for the apprenticing of destitute orphans in Trinidad in 1857, provided that masters should not only "cause such apprentice to be properly

---

[6]DeLisser, Twentieth Century Jamaica, 1913, as quoted by Shirley Gordon, op. cit., p. 147.

instructed in reading and writing and in the Christian religion," but should also "cause and procure such apprentice to be carefully and diligently taught the art, trade or mystery specified in the contract of apprenticeship."[7]

The apprenticeship system was too closely allied to slavery to be beneficial in its results. In fact eyewitnesses of its operation viewed it with great disfavour. William Lloyd commented on the system as he wrote back to his friends in England during his visit to the West Indies in 1837:

> Slavery is a canker worm; apprenticeship is a palmer worm; and what the canker worm has left, the palmer worm has eaten; in other words if any system could more irritate man against man, and awaken deeper malice than slavery, that system is the apprenticeship.[8]

There is little wonder then that for a while some people were opposed to technical education, tending, as they did, to associate it with the evils of apprenticeship. By the end of the nineteenth century it had clearly failed, and the need for proper technical training was well accentuated. The legal provisions for apprenticeship in Jamaica in 1881 sought not to promote apprenticeship as such, but to eliminate and prevent abuses and to emphasize technical training.[9]

---

[7] Trinidad, Ordinance to provide for the apprenticing of destitute orphans, 1857, as quoted by Shirley Gordon, op. cit., p. 70.

[8] William Lloyd, Letters from the West Indies, p. 235.

[9] The Apprenticeship Law of 1881, Jamaica, as quoted by the Mission of the International Bank for Reconstruction in its Report on the Economic Development of Jamaica, p. 215.

Demands for technical skill grew. Progress depended on it. In Trinidad, census figures in 1889 showed that a very small percentage of all males had received technical training. There were in that year 65,780 male agricultural labourers but only 8,747 mechanics.[10] In Barbedos a Report of a Committee to consider Technical Education said that "the want of workmen trained in the principles and practice of their trade"[11] was sharply felt. The governor of Trinidad wrote to the Secretary of State in 1888:

> A large portion of Mr. Guppy's report (Inspector of Schools) is devoted to suggesting the desirability of establishing some means of technical education. Your Lordship is aware that I have already been considering how best to provide for this want in connection with the proposed Victoria Institute.[12]

Earlier industrial schools were set up in Jamaica to meet the rising demand for skilled craftsmen. It is true that these schools were frowned upon by some people with whom the prestige of literary education died hard, or who associated such schools with the former industrial schools for pauper children. By 1869 a notable change came about, however, as people realized more and more the important role of

---

[10] Report of Education Commission, 1889, as quoted by Shirley Gordon, op. cit., p. 134.

[11] Report of a Committee to consider Technical Education, 1892, as quoted by Shirley Gordon, op. cit., p. 136.

[12] Governor Robinson to Secretary of State, 17 December, 1888, as quoted by Shirley Gordon, op. cit., p. 135.

technical education in the development of their country. The Inspector of Schools in Jamaica in 1869 reported that the number of industrial schools had slightly increased, and that there was "a growing feeling in favour of this class of schools among . . . all interested in education throughout the island."[13]

But while opposition to technical education became less and less articulate, economic weakness prevented any spectacular development as the nineteenth century drew to a close. In fact some schemes were waived for a while. The governor of Barbados in his speech to the Legislature in 1895 indicated that plans for technical education development were undermined by lack of funds:

> It is a matter of sincere regret to me that our temporary financial depression deprives me of this opportunity of recommending for your favourable consideration the present undertaking of various improvements. . . . I refer more particularly to the subject of Technical Education for our Young Artisans and Mechanics.[14]

Developments in technical education, therefore, depended to no small extent, on the strength of the economy. The islands depended on sugar for prosperity. In the seventeenth and eighteenth centuries that industry brought great

---

[13]Report of Inspector of Schools, Jamaica, 1369, as quoted by Shirley Gordon, op. cit., p. 88.

[14]Governor's Speech at Opening of Legislature, December, 1895, as quoted by Shirley Gordon, op. cit., p. 137.

wealth. But during the latter part of the nineteenth century, and the first part of the twentieth, severe competition arose from Cuba and the Far East as well as from Europe where the beet-sugar industry was heavily subsidized and protected. Sugar became plentiful and was more cheaply produced elsewhere, resulting in depression throughout the British West Indies. Sir Francis Watts in his presidential address to the West Indian Agricultural Conference in 1924, pointed to the steady increase in sugar output from Cuba which adversely affected the markets of the British islands:

> During the five years from 1902-3 to 1906-7 the annual output of sugar from Cuba averaged 1,330,000 short tons; during the next five years 1907-8 to 1911-12, it was 1,748,600 tons, and from 1912-17, 3,142,500 tons, while the average for the five years 1917-18 to 1921-22 was 3,904,800 tons, the amount for 1922-3 being estimated at 4,000,000 tons.[15]

Between 1928 - 1938 exports to the United States fell from 26% to 6%, mainly because Cuba was its chief supplier of sugar. The British West Indian economy therefore remained more or less static.

Such an economic situation prevented the systematic fulfillment of schemes for developments in technical education begun in the late nineteenth century. Even though the need was felt at that time lack of funds undermined efforts that were made. Adequate buildings and proper facilities could not be had, nor was it financially possible to recruit the necessary

---

[15] Proceedings of the Ninth West Indian Agricultural Conference (Kingston, Jamaica, 1925), p. 12.

qualified staff. As long as the economy remained weak developments in technical education were bound to lag. It was even difficult to place those who were trained at the first technical schools. In 1932 the Education Department in Jamaica reported that notwithstanding the co-operation of other Government Departments and the Juvenile Employment Committee in obtaining employment for ex-students of the Kingston Technical School, not much was accomplished on account of the prevalent trade depression.[16]

The Kingston Technical School began as a model elementary school in 1896, under the auspices of the Board of Education. It was then known as "The Board School" with organized Kindergarten and Woodwork departments. In 1900 manual training classes at the school were offered to boys from other schools in Kingston. Later the school became the headquarters for other manual training centres in Jamaica. It gradually took on the character of a continuation school and a commercial side was introduced. By 1932 the school comprised the Boys' Technical department as well as the Domestic Science, Continuation and Commercial departments. It had then begun to provide useful training in technical education. The Education Department Report of that year stated:

---

[16] Jamaica, Annual Report of the Education Department for the year ending 31st Dec., 1932 (Kingston, Jamaica, 1933), p. 11.

> The work of the Evering Classes embraces the following courses of study:--Continuation, Commercial Courses, Courses for Builders and Woodworkers, Engineering Courses, and Domestic Science Course. The Engineering Courses include Mechanical, Electrical and Motor Car Engineering. The school provides classes for elementary school children in woodwork, metalwork and domestic economy.[17]

Technical education was very slowly developed in the other colonies. A Board of Industrial Training was established in Trinidad in 1906 to deal with technical and vocational training. This was a demi-official body which received annual grants from the Government. The employment of apprentices rested with Masters who were approved by the Board. Evening classes were organized for the training of apprentices in agreement between the Board and the Masters. In Barbados a Board of Industrial Training was also created in 1924, with authority to award twelve annual bursaries to those candidates resident for at least five consecutive years. Candidates receiving these awards were apprenticed to Master Workmen approved by the Board. Between 1929 and 1947, 212 apprentices completed their training in Barbados as carpenters, masons, plumbers, motor-mechanics, electricians, engineers, etc.[18] Further development in these islands as well as in the lesser colonies awaited wartime economic development.

---

[17] Ibid.

[18] Caribbean Commission. Central Secretariat. Caribbean Economic Review (Port-of-Spain, Trinidad, 1949) I, 88.

CHAPTER II

ECONOMIC WARTIME ACTIVITIES

All areas of education in the British West Indies remained lamentably poor prior to World War II. Facilities were poor and teachers were badly paid. There were never enough qualified teachers, the cost of training them being the deciding factor. This was true not only in the case of teachers of the academic schools but also specialist teachers. The situation was always a cause of great concern and many commissions were set up to look into education and to make recommendations accordingly. Notable among them were the Keenan Report on Education in Trinidad, 1869, the Mitchinson Report on Education in Barbados, 1875, the Lumb Report on Education in Jamaica, 1899, and the Marriott-Mayhew Report on Education in Trinidad, Barbados, the Leeward and Windward Islands, 1933. The last is important, not merely because it made a comprehensive survey of education in all the British West Indies except Jamaica, but indeed because it was the first of its kind to blame the failure of educational development directly on a poor economy. It is true that the Lumb Commission Report recognized the relation between education and economy but this was not in harmony with progressive

development. That report advocated retrenchment in view of the fact that in 1898 the cost of education was "too high in proportion to the financial resources of the Colony [Jamaica]."[1] But this was much resented.

The Marriott-Mayhew Report on the other hand struck at the roots of the situation and advocated an increase of educational expenditures. It recognized the need for progress in education in terms of the West Indian development. The Commissioners were to report among other things on "the relations of . . . education to vocational training, with reference to economic and industrial conditions and professional and domestic needs."[2] In emphasizing the importance of the economic factor on educational development the Commissioners warned:

> If funds are not available for carrying out all the measures which, even with a careful eye to the financial situation, we have felt bound to recommend it will be from no lack of good will on the part of the Governments, the Churches and the political leaders.[3]

One of the measures contemplated by the Commissioners was that for technical education:

> For the industrial training of pupils . . . the technical evening classes in Trinidad will no doubt be

---

[1]The Lumb Report, Jamaica, 1898, Caribbean Quarterly, X (March, 1964), 12.

[2]The Marriott-Mayhew Report, 1933, Caribbean Quarterly, X (December, 1964), 3.

[3]Ibid., as quoted by Shirley Gordon, op. cit., p. 166.

> retained and developed, and we hope that similar classes will be opened in Barbados and some at least of the other islands.[4]

The other islands alluded to included the Leeward and Windward Islands. The Commissioners stated that "population and revenue" had prevented "the possibility of improvement in any of the Windward or Leeward Islands taken in isolation."[5] Sir Reginald St. Johnston, Governor of the Leeward Islands at the time of the visit of the Commissioners admitted:

> Their chief difficulty . . . as far as Government education for the masses was concerned, was that any suggestion for improvement must inevitably cost more money, and additional funds were not available, nor could the working class parents afford to contribute anything, however small, for their children's education.[6]

The economic factor, then, was of overriding importance. More and more the notion that only the classics constituted good education was giving ground to the need for the type of education which would directly benefit the people and help to hasten progress in the islands. Sir Reginald St. Johnston observed that "it would be . . . foolish . . . to waste time in teaching a whole mass of slum children in England, or a rustic population either in England or in a colony, classics, when their future lives would obviously

---

[4] Ibid., as quoted by Shirley Gordon, op. cit., p. 156.

[5] Ibid., as quoted by Shirley Gordon, op. cit., p. 218.

[6] Sir Reginald St. Johnston, From A Colonial Governor's Notebook (London, 1936), p. 224.

not be along such lines."[7] He continued, "I believe they would welcome a good technical . . . training for their children."[8] But the launching of such training in the Leeward Islands as in the Windward Islands and Barbados as well as improving the same in Jamaica and Trinidad depended very largely on a better economy.

"Population and revenue," modified accordingly, had serious implications for all the islands. The West India Royal commission of 1938-39 sounded a note of caution on this point:

> The rapid growth of population is indeed a factor of profound importance in the various economic and social problems of the West Indies, and it is vitally important that all sections of West Indian opinion should be fully aware of this fact.[9]

Over the years the cost of education in general had increased in step with the growing population. In 1896, Jamaica spent £67,000 on education. Forty years later the cost had risen to £286,000 for a population which had almost doubled itself; and it is said that any attempt to provide first rate educational standards would have cost about £2½ million or nearly the total revenue for all purposes. The financial statistics for education in Barbados reveal an upward trend in the

---

[7] Ibid., p. 172.

[8] Ibid., p. 225.

[9] West India Royal Commission, 1938-39, Presented by the Secretary of State for the Colonies to Parliament (Comd. 6656), p. 63.

cost of education between 1935-1937:

	1935	1936	1937
Staff	£1,496	£1,592	£1,400
Elementary Education	£42,869	£42,745	£46,211
Secondary Education	£9,345	£9,840	£10,200
University Education	£ 923	£1,035	£1,035
Miscellaneous	£ 560	£ 630	£ 860
Total	£55,693	£55,842	£59,706[10]

In the Leeward Islands the total expenditure on education had increased from £5491 9^{s} 5^{d} in 1935 to £5635 13^{s} 11^{d} in 1937, the cost of primary education alone, from £4,245 $2^{s}\cdot5^{d}$ to £4606 $15^{s}\cdot3^{d}$.[11] As the general populations in the islands increased, so did the average attendance in the schools. In Antigua in the Leeward Islands, the average attendance rose from 3,775 in 1935 to 3,847 in 1937 and the cost per child from £1·3^{s}·6^{d} to £1·5^{s}·0^{d}.[12] Provision for basic literary education made great demands on the revenues which were small in proportion to the populations, and this placed severe limitations on developments in technical education. For the colonies financed their schemes out of their own revenues up to 1940. In that year the Imperial Parliament passed the Colonial Development and Welfare Act which provided funds from the British Treasury for development and welfare in the colonies.

---

[10] The Barbados Year Book, 1937 (Bridgetown, Barbados, 1937), p. 156.

[11] Report on the Education Department of the Leeward Islands for the Year 1937 (St. John's, Antigua, 1938), p. 3.

[12] Report of the Education Department of Antigua for the Year 1938 (St. John's, Antigua, 1940), p. 3.

In 1939, the West India Royal Commission recommended that a special Development and Welfare Fund be set up in the West Indies, to be financed by an annual grant of £1,000,000 from the Imperial Exchequer for a period of 20 years. A Comptroller was to head a special organization to administer this fund. But the British Government decided not to establish a separate fund but rather that expenditure for schemes of development and welfare should be dealt with under the Colonial Development and Welfare Act of 1940. It was also decided that nevertheless that the funds provided under this act for development in the West Indies would approximate that recommended by the Royal Commission.

Provision was made for developments in technical education from funds from the United Kingdom Exchequer. Sir Frank Stockdale was appointed Comptroller of Development and Welfare in the West Indies in 1940. In his first report he stated that the Kingston Technical School was to be considerably extended through grants of £45,485 initial and £2,500 per annum recurrent expenditure for five years.[13] His second report indicated that not only were grants made to the training centres in Jamaica, Trinidad and Barbados as well as to the workshops in Antigua, but that provision was made in the proposals for a Teachers' Institute to train teachers in technical education.

---

[13] Development and Welfare in the West Indies, 1940-42 Report by Sir Frank Stockdale (London, 1943), p. 78.

Accordingly as more funds became available, developments in technical education proceeded apace. In 1940, Sir Frank Stockdale noted in his report that "Barbados has also a Board of Industrial Training, but no classes."[14] In 1945 his successor, Sir John Macpherson reported that "the Domestic Training Centre in Barbados . . . opened with a full programme of eleven classes."[15] Sir John further stated:

> Substantial developments in technical education proper are foreshadowed in some of the draft development plans. The Trinidad draft plans proposes the establishment of two technical high schools, one in the capital town and the other in the oilfield area. The Jamaica draft plan gives priority A to the improvements in the existing Practical Training Centres; and priority B to the replacement and enlargement of the Kingston Technical School.[16]

Sir Frank Stockdale had earlier stated that the extension of the Kingston Technical School was "being regarded as a measure for war purposes as well as those of peace."[17]

It is important therefore, to note the effect of World War II on developments in technical education in the British West Indies. Britain recognized the need of technology not only at home but in her territories beyond the seas. The Caribbean area has always been regarded as a strategic area. Britain recognized this and was eager to

---

[14] Ibid., p. 79.

[15] Ibid., 1945-46, p. 96.

[16] Ibid.

[17] Ibid., 1940-42, p. 78.

develop and protect the islands. The Secretary of State for the Colonies, in a despatch to Colonial Governments concerning colonial policy in the war expressed the hope that there would be rapid progress in the colonies after the war. The Secretary realized that such progress depended on the proper training not only of teachers, health workers, agricultural demonstrators, but also technicians. "If financial assistance is required to enable technical training of any kind to proceed, I shall be very glad to consider any proposals that you may submit."[18]

In addition to direct grants for technical education, the British government subsidized certain industries. In this way the islands were encouraged to help themselves. By the development of their own resources the economy improved and the islands could attempt to finance their own programmes. The mother country encouraged the production of war-time goods which she purchased in an effort to strengthen the economic position of the islands. Schemes for economic development were underlaid by the war purpose as the Secretary of State indicated:

> From whatever source the funds are found the same principles should govern the undertaking of development and welfare schemes having regard on the one hand to the

---

[18] Great Britain Colonial Office. Despatch from Secretary of State for the Colonies to Colonial Governments regarding certain aspects of Colonial Policy in War Time, June 5th, 1941 (British Guiana, 1941), p. 7.

policy of raising Colonial standards of living and on the other to the non-diversion of resources to the war effort.[19]

The war also brought United States co-operation into the Caribbean. This was of great economic importance. At the public conference on economic problems in New York City on May 1, 1943, Dr. Eric Williams admitted that "the most important consequence of the war for the British West Indies has been the development of closer relations with the United States."[20] On September 2, 1940, the United States in exchange for fifty over-age destroyers obtained the right to lease air and naval bases in Newfoundland, Bermuda, and six British West Indian colonies including Jamaica, Trinidad, St. Lucia and Antigua.[21] The bases employed a considerable number of workers and the revenues of the governments increased. The economic outlook in the islands was further brightened by the formation of the Anglo-American Caribbean Commission on March 9, 1940.

In 1943, the Commission created the Caribbean Research Council to deal with Nutrition, Agriculture, Fisheries and Forestry.[22] In 1945 it extended its operations to include

---

[19] Ibid.

[20] Latin American Institute, Economic Problems of the Caribbean Area. Speeches, addresses and abstract papers delivered at the Public Conference held in New York City jointly with the Women's International League for Peace and Freedom, May 1, 1943.

[21] House of Representatives, 76th Cong. 3d Session, Document No. 943, Acquiring Certain Naval and Air Bases in Exchange for Certain Over-age Destroyers (Washington, 1940), p.1.

[22] Report of the Anglo-American Caribbean Commission

Public Health and Medicine as well as Industrial Technology and Building and Engineering Technology. The joint communiqué which established the Commission stated that the purpose was to encourage and strengthen social and economic cooperation between the United States and its possessions and the United Kingdom and its colonies.[23] The British Government from the beginning, maintained very close contact between the Commission and the Development and Welfare Organization during the war. This co-operation between the two powers was of no inconsidereble help economically to the West Indies. Sir Frank Stockdale, in his report on Development and Welfare in the West Indies, stated that Colonial Development Funds approximating £1,400,000 had been spent in the West Indies, and that the United States had agreed to release through the Anglo-American Commission the sum of $4,000,000 worth of materials for development and welfare works in the West Indies.[24]

The materials provided by the United States greatly aided developments in technical education. Sir Frank further stated that these materials will not meet all the demands

---

to the Governments of the United States and Great Britain for the Years 1942-1943 (Washington, 1943), pp. 7-9.

[23] Ibid., p. 37.

[24] Great Britain, Colonial Office, Development and Welfare in the West Indies, 1943-44, Report by Sir Frank Stockdale, pp. 22-23.

which were likely to be made "as soon as the arrival of a more technical staff makes it possible to proceed with the full development programmes which are envisaged."[25] The report went on:

> In regard to staff, considerable numbers of West Indians now serving in war employment overseas should have acquired valuable technical knowledge which will fit them for employment in connection with development schemes when they return to their colonies.

In many ways therefore the war had directly and indirectly given impetus to technical education in the West Indies. Through the generous grants provided by Great Britain and the United States the West Indian governments were able to better finance their schemes. Moreover, according to the Caribbean Commission account of 1943, not only was unemployment relieved by the construction of United States air and naval bases, but the arrangement of agricultural work in the United States for West Indian labourers, and the increased production of strategic materials in some of the islands greatly aided the economic situation. The Caribbean provided a substantial supply of certain foods to the United Nations and became "a vital source of strategic materials" including alcohol, beauxite, hides, copper, cotton, manganese, petroleum, and rubber.[26]

---

[25] Ibid., pp. 23-24.

[26] Caribbean Commission, The Caribbean Islands and the War (Washington, D.C., 1943), p. 11.

Industrial activity expanded in civilian products as well as in war materials. In Barbados a plant for the production of flour was operated by the government. In Jamaica as a result of wartime expansion of the manufacture of copra products, large quantities of soap, cooking oil and margarine were produced for local use as well as for export to the other colonies. In 1940, 103,700 pounds of butter substitutes were produced; by 1942 the production had risen to 3,000,000 pounds.[27] In Trinidad there was increased production of soft-drinks and brewery products and paper-pulp and match-factories operated satisfactorily.

As industrial activity bristled, wages increased. The following table gives an idea of the increase in wages between 1939 and 1943:[28]

Type of Work	Trinidad (Cents per hour			
	1939	1943	Increase	Per Cent Increase
Industrial:				
General Building:				
Skilled	7.0 to 23.0	11.0 to 27.0	4.0	17.4 to 57
Unskilled	9.0 to 10.0	12.0	2.0 to 3.0	20. to 33.0

[27] Ibid., p. 52.

[28] Ibid., p. 70.

In addition, during 1942 workers in general received a bonus of 15 per cent, and skilled and semi-skilled workers in road-building got a cost-of-living bonus of 20 per cent.

The demand for skilled labour grew apace. This was imperative if industrial activity was to be maintained at any appreciable level. Pressure was exercised from the bottom as well as from the top; those in charge of developing industries felt the absolute need of trained technicians. Unskilled workers soon realized that they could increase their earning power through proper training. Economic influences were at work. Soon greater efforts would be made in the direction of more and better technical education in the West Indies. There was a marked consciousness of the important role of industrialism in world affairs. The Anglo-American Commission had testified that "the petroleum refineries of the Caribbean, in Trinidad, Aruba, Curaçao occupied an important place in the strategy of the United Nations.[29]

It is not difficult to understand, therefore, why the best technical education available in the British Caribbean has been given by some of the Trinidad oil companies. In order to strengthen the oil industry for the good of the economy and to maintain its important place in United Nations strategy, that island adopted the policy of appointing increasing numbers of West Indians to senior technical positions.

---

[29] Report of the Anglo-American Commission, 1942-43, p. 90.

Trade schools are equipped with modern machinery and lecture room facilities. The training offered is highly specialized, and the number of boys accepted each year is small. Secondary school boys are selected by the oil industries and given special technical education in preparation for responsible executive positions. These boys, after spending some months with one of the companies, are sent to England for two or three years at the expense of the company. The oil companies also contribute to the training of apprentices. In 1944, an improved indentured apprenticeship including trainees as tailors and printers, was introduced in the oil industry.

It was in the small islands of the Leeward and Windward Islands, however, that the chief development in modern apprenticeship was taking place during the war. As the economies improved these islands sought to foster the system as the most practical means of non-agricultural vocational training. One way in which the British Government demonstrated interest in the economic development of these islands was to appoint Workshop Superintendents from the United Kingdom. The value of the workshops established in connection with the Public Works Departments and taking apprentices, was thus greatly enhanced. The superintendents were much sought after as their services were very helpful to the development of technical training. In 1946 a specialist in technical education was appointed to advise West Indian governments.

With the end of the war, therefore, came the promise of greater fulfilments in technical education developments. Sir Frank Stockdale intimated this in his 1943-44 Report:

> The importance of vocational [technical] training in the West Indies cannot be overstressed and with the approach of the end of the war and the possibility of obtaining teachers and equipment, the time is opportune to formulate wider schemes.[30]

Technical training had been indeed called upon to meet social, cultural as well as industrial needs. Developments were still slow and halting but at least something had been attempted. Emerging from the war in stronger financial positions the various governments were poised for bigger achievements. Boards of Industrial Training and similar local committees including representatives of education, labour and agricultural departments, representatives of industry and commerce and of trade unions, together with specialists united their efforts in the direction of improved technical education.

---

[30]Great Britain, Colonial Office, Development and Welfare in the West Indies, 1943-44, Report by Sir Frank Stockdale, p. 49.

CHAPTER III

POST-WAR TRENDS AND DEVELOPMENTS

The economic impact of the war had necessitated a re-evaluation of the aims and objectives of education. More and more the relation of secondary education to other levels of education came under serious consideration. In 1943 a Committee of Enquiry, under the Chairmanship of Dr. I. L. Kandel of Columbia University was set up to investigate secondary education in Jamaica. The recommendations of the Continuation Committee reported in 1946. Its recommendations bore the common theme that secondary education should be integrated with other forms of education in relation to the needs of the community. The report was important as a means of strengthening the new attitude toward education. Sir John Macpherson, in his report of 1945-46, stated that the recommendations were "comprehensive, covering administration, elementary and secondary schools, technical education, the teaching of arts and sciences and the training of teachers."[1]

---

[1] Great Britain, Colonial Office, Development and Welfare in the West Indies, 1945-46, Report by Sir John Macpherson, p. 90.

Gradually, technical courses formed integral parts in the secondary school curricula. Since 1930 the desire for doing this was expressed by the Governor of Barbados who indicated that "the establishment at Combermere School of an efficient Technical Department should not be impossible."[2] The Governor was concerned with the many pupils who left school before completing the secondary school course, some to seek employment where technical skill was required. According to the education Report of Jamaica, 1936, there was a certain fear that "attention to the practical side of education should detract from that side of education . . . usually preferred as 'cultural," but that it was being gradually recognized that "the two types of teaching are not necessarily exclusive, but that one may reinforce the other."[3] The economic and social upheavals of the war played no small part in helping to lessen this attitude to education.

By 1949 efforts for the integration of technical education in the secondary school curriculum had become wide spread throughout the British Caribbean. This was the case not only in the more forward islands of Jamaica, Trinidad, and Barbados, but in the smaller islands of the Windward and

---

[2]Governor's Speech to Legislature, 4 February, 1930, as quoted by Shirley Gordon, A Century of West Indian Education (London, 1963), p. 269.

[3]Jamaica, Annual Report of the Education Department for the year ending 31st December, 1936 (Kingston, Jamaica, 1937), p. 11.

Leeward Islands. There were highly justifiable reasons for this integration. A basic education was deemed absolutely necessary for the success of technical education. As the Central Secretariat of the Caribbean Commission observed in 1953:

> The training of technicians, supervisors, tradesmen, and skilled and semi-skilled workers for present-day economic development presupposes a substantial foundation of general education. Trainees without such a foundation sooner or later discover that they cannot acquire the knowledge for which they thirst, get disillusioned and leave the courses.[4]

Moreover, it was found desirable to so emphasize the importance of technical training as to capture the interest of the most gifted pupils in the schools. Not only was adequate elementary and secondary education urged, but adult education was promoted. It was rightly conceived that where the mass of the population is largely illiterate, parents cannot understand sufficiently the advantages resulting from technical training and so discourage their children from such courses.

The courses at the Kingston Technical School which prepared for occupations, in industry, were twofold. The programme of the technical department was of a highly academic character, aiming, as it did at a more or less "general education together with training in the scientific principles

---

[4]Caribbean Commission, Central Secretariat, Development of Vocational Education in the Caribbean (Port-of-Spain, Trinidad, 1953), p. 49.

underlying modern engineering and industrial practices."[5] The students hardly used tools. The trade department, on the other hand, offered courses in machine shop engineering, automobile engineering, electrical engineering, cabinet-making, carpentry and joinery to those who desired to become apprentices or artisans in the various branches of industry. Much more practical work was done in that department. This situation was not satisfactory and a Technical Education Exploratory Committee was set up in October, 1948.

The recommendations of the Committee which reported on January 26, 1949, were very far-reaching. It was advised that technical education in Jamaica should aim at technical high school training, trade or vocational training, and eventually full technological training. Students should be adequately prepared for entrance to the Universities. The committee suggested that in order to achieve this, a Technological Institute be established in Kingston, and that subsidiary Technical High Schools be set up either as complete units or as departments of other secondary schools at convenient centres near industrial or occupational areas such as Montego Bay and Spanish Town.[6] The accommodation and

---

[5]Prospectus and Time Table (Session 1950-51), Kingston Technical School, in the Report by a Mission of the International Bank for Reconstruction and Development on the Economic Development of Jamaica (Baltimore, 1952), p. 218.

[6]The Economic Development of Jamaica, Report by a Mission of the International Bank for Reconstruction and Development, p. 219.

equipment at the Kingston Technical High School as well as the new schools would include a general science laboratory, a combined metal work bench and machinery shop and a mechanics laboratory incorporated with the electrical engineering laboratory. Courses at the Technological Institute would include mechanical and electrical engineering, applied science, design, navigation and industrial art.

In Trinidad as in Jamaica the Technical Schools were centred at industrial areas. The Junior Technical School at San Fernando was adjacent to the oil fields. Here day school was conducted for some 81 pupils in 1953 who received a two-year vocational course before going into industry as apprentices.[7] In 1955 this school became a Technical Institute, and its well equipped classrooms accommodated the students of the evening classes at San Fernando. The trade and ancillary classes provided instruction leading to the City and Guilds of London Institute Certificate. The total enrolment in 1955 was 793; 296 took the examination and 112 passed.[8] This centre has played a most important role in the development of technical education in Trinidad.

A new Technical Institute was completed in Barbados in 1956, with 163 trade apprentices, 42 pupils from secondary

---

[7]Colony of Trinidad and Tobago, Administration Report of the Education Department for the Year 1953 (Port-of-Spain, 1955), p. 14.

[8]Great Britain, Colonial Office, Colonial Reports, Trinidad and Tobago, 1955 (London, 1958), p. 68.

schools and 138 evening class pupils.[9] The Caribbean Commission noted:

> The opening of the Technical Institute at Richmond, Bridgetown, should remedy the deficiencies existing in the pre-employment training of apprentices in the engineering and building trades which are vital to the prosperity of the Colony.[10]

The Commission also observed that:

> Recent developments in Education in Barbados indicate a realistic attempt to relate the system of education more closely to the needs of . . . community which is experiencing certain trends in the growing urbanisation and industrialisation.[11]

These trends and developments were also seen in some of the smaller islands. Technical High Schools were established in Antigua and St. Kitts in accordance with the recommendations of the Assistant Adviser on Technical Education to the Comptroller for Development and Welfare in the West Indies. The Assistant Adviser undertook a survey of the development of technical education in October, 1947.[12] The Craftsmen Selection Board in St. Kitts - Nevis conduct schemes for apprenticeship training. The length of training is usually five years and the apprentices are placed in

---

[9]Great Britain, Colonial Office, Barbados, Reports for the Years 1956-1957 (London, 1959), p. 48.

[10]Caribbean Commission, Central Secretariat. Education in the Caribbean (Trinidad, 1956), p. 59.

[11]Ibid.

[12]Caribbean Commission, Central Secretariat, Caribbean Economic Review, Vol. I, Nos. 1 and 2 (Port-of-Spain, Trinidad, 1949), pp. 94-95.

government departments and private establishments or with master craftsmen. The Board is responsible for controlling and supervising apprenticeship arrangements as well as the annual examination of apprentices. Not less than twenty-six bursaries are awarded to apprentices in St. Kitts annually as compared with forty-eight in Barbados.[13] In the latter island an Apprenticeship Board was appointed in 1957 to replace the Board of Industrial Training which was formed in 1928.

Apprenticeship became more and more closely associated with technical education. It will be remembered that the impetus for technical education in the 1890's sprang partly from the need for such, and partly from great dissatisfaction with the existing system of apprenticeship. At that time many of the features of that system resembled what went on in slavery; in the post World War II period, however, new importance was attached to apprenticeship and the system gained favour. The 1951 Apprenticeship Bill in Jamaica was "designed to provide for the establishment of uniform and improved conditions of apprenticeship," and especially "for the proper systems of theoretical and practical training of apprentices."[14] In 1960 the enrolment of day-students at

---

[13] Caribbean Commission, Central Secretariat, Development of Vocational Education in the Caribbean (Port-of-Spain, Trinidad, 1953), p. 22.

[14] Economic Development of Jamaica, Report by a Mission of the International Bank for Reconstruction, p. 215 (Apprenticeship Bill of Jamaica, 1951).

the Technical Institute in Barbados consisted of 168 Trade Course apprentices, 88 Day Release apprentices, 25 full-time Pre-Apprentices and 60 boys from the technical streams of secondary schools.[15] In Trinidad there were 605 registered apprentices in 1956, the majority of which were employed with the oil industry.

Industry was thus greatly fostered and enhanced by the developments in technical education. In fact as the promise of industrial development brightened opinions were sharply divided on the issues of agricultural expansion and industrialization. The Mission of the International Bank for Reconstruction observed that there was the prevalent attitude towards "rapid and forced industrialization as the only salvation for Jamaica and other heavily populated islands of the Caribbean."[16] Perhaps this was over-optimism inasmuch as the islands were bound to remain predominantly agricultural. Yet it is a sure indication that the tide was moving more and more in the direction of industrialization. In 1943, there were some 60,000 people engaged in all kinds of manufacturing in Jamaica, of whom 14,373 were employed in factories. By 1957, factory employment had risen to 23,098 and the number of establishments

---

[15]Great Britain, Colonial Office, Report on Barbados for 1960 (London, 1960), p. 56.

[16]Economic Development of Jamaica, Report by a Mission of the International Bank for Reconstruction, p. 67.

increased from 365 to 627.[17] Everywhere the important task of increased productivity was envisioned, but it was also firmly realized that this depended to no small extent on the necessary industrial skills.

This was quite challenging. The Mission urged more emphasis on the development of manual skills and familiarity with tools. It continued:

> The academic nature of education has long been criticized in Jamaica, but efforts to change it have met with resistance from both teachers and parents. . . . If education is to become a useful tool in acquiring a higher standard of living, this attitude must be overcome.[18]

Here the relation between education and economic development is clearly revealed and advocated. This was becoming more and more the concern of West Indians in general. Indeed, what was happening in Jamaica was representative of developments and changes in attitudes in the British Caribbean.

Leaders from all avenues of society began to make demands for a change in the educational programme. Mrs. Dalton James, in an address to the Jamaica Union of Teachers in 1950 referred to point ten of the American Children's Character:

> For every child an education which through the discovery and development of individual abilities prepares him for life; and through training and vocational guidance

---

[17] Ibid., p. 68.

[18] Ibid., pp. 116 and 117.

> prepares him for a living which will yield him the maximum satisfaction.[19]

And the Reverend E. A. Edwards speaking to Jamaican teachers in 1950 suggested that there be an exchange of teachers from the United States and Jamaica as an aid to give Jamaican teachers first-hand experience of the relationship between education and economic development.[20]

More and more technical education as a means of economic development became the concern of political leaders. In 1943 the West Indian National Party meeting at Port-of-Spain, Trinidad, declared one of its aims to be "free education in Modern Secondary and Technical Schools in all populous areas."[21] The Modern Secondary School with a vocational as well as a cultural educational basis, "directed essentially to the stimulation of interest in the pupil's social and industrial environment,"[22] was recommended by the Commissioners, Marriot and Mayhew in their 1933 Education Report. Trinidad was the first to develop these schools which were soon to found in all the islands. The Commissioners further stated that such schools were "calculated to create a taste and aptitude for industrial, agricultural or commercial pursuits."[23]

---

[19] The Daily Gleaner, Jamaica, Wednesday, Jan. 4, 1950, pp. 13 and 15.

[20] Ibid., Jan. 6, 1950, p. 12.

[21] The West Indian National Party, Statement of Policy, Programme and Constitution, p. 5.

[22] The Marriott-Mayhew Education Report as quoted by Shirley Gordon, op. cit., p. 271.

As education began to be viewed in a new light technical education gained more and more status. In 1960 the salaries of the teachers at the Kingston Technical School were raised to the level of those for grammar school teachers. Mr. Florizel Glasspole, Minister of Education and Leader of the Jamaican House of Representatives commented on this at the Cabinet Session of July 28, 1960:

> Now that is a great achievement because . . . the whole House knows that technical education had been regarded as an inferior form of education in Jamaica and by this one act we have put the status of the teacher in the technical school on the level of equality with the teacher of the . . . grammar school.[24]

The economic influences upon this change cannot be too strongly emphasized. As industrial companies realized more and more the importance of trained technicians they willingly aided in developing technical education. This fact has been already pointed out in the case of the oil industry in Trinidad. It was true also of the bauxite industry which later developed in Jamaica. Mr. John Gyles, Member for St. Catherine speaking before the Jamaican Cabinet Session of July 28, 1960, remarked:

> Now since the influx of the Bauxite Companies and the necessity of trained technicians so that they can hold prominent positions in some of the larger factories . . . naturally there has been a cry for young men who have studied and who have been able to acquire the necessary technical knowledge . . . to go straight into a technical job.[25]

---

[24] Jamaica Hansard, Proceedings of the House of Representatives, Session 1960-61, No. 3, p. 598.

[25] Ibid., p. 595.

And so demands for technical education mounted accordingly. The representatives of the people continued to press for greater and greater developments. They were encouraged by the great interest that the youth themselves were showing. Dr. Ivan Lloyd, Minister of Education and Social Welfare in Jamaica in 1955, brought very convincing evidence before the House on December 1, 1955, exemplifying the need for expansion of facilities for technical education. He pointed to the fact that there were 1300 applications in 1955 but only 160 vacancies.[26] It was this kind of situation that the Government, the Kaiser Bauxite Company and the Sugar Manufacturers' Association joined hands to improve. The efforts of these agencies affected technical education development at all levels. Cabinet members in 1955 were anxious not only to expand the Technical High Schools but to establish a Technical College. Dr. Lloyd reported that the industrialists were complaining that the school system "was not supplying them with the amount of material they desire to hold supervisory and managerial posts."[27] There was great concern too for West Indians emigrating to other countries. It was held that if the right training was provided those who intended going abroad could feel confident as the world needs skilled hands.

---

[26] Ibid., Session 1955-56, No. 3, p. 495.

[27] Ibid.

All these pressures were bound to be reflected in changes in the school curriculum. It will be remembered that in the past the tendency was always to emphasize classical and literal subjects. But gradually the demands for technical education forced a change. Mr. Florizel Glasspole, reporting to the Jamaican House of Representatives on November 16, 1960, on the schools, remarked that "the curriculum will be changed to bring the training at . . . these schools in line with that at the Kingston Technical School."[28] The Chatham House Memoranda in 1957 commented that efforts to improve the content of education included giving "a more practical bias to the instruction provided to bring the curriculum more into line with the needs of a predominantly rural population and . . . technical training."[29]

It had also come to be realized that advanced technological training was imperative if the standards in technical education were to be maintained and improved upon. In 1948 The West Indian Conference observed that there was "a high correlation between education and training and productivity."[30] The Conference urged the need for higher

---

[28] Ibid., Session 1960-61, p. 646.

[29] Chatham House Memoranda, The British Caribbean, A Brief Political and Economic Survey, p. 17.

[30] Caribbean Commission, Development of Vocational Education in the Caribbean, Part II Recommendations and Conclusions of Conferences, p. 67.

education in the industrial arts and sciences, and at its fifth session in 1952, recommended that "Governments should explore the possibilities of introducing higher training facilities in technical fields . . . for the needs of industry."[31] It was in harmony with this recommendation that Dr. Lloyd, Minister of Education in 1955, projected the new Technical College for Jamaica, the real purpose of which was to make technicians "almost experts in their own line and well prepared to hold posts of a supervisory and managerial nature."[32] This was to become the Jamaica Institute of Technology.

The Jamaica Institute of Technology was the principal project in the field of technical education in 1958. It was completed in 1959. The 1958 Report on Jamaica stated that the technical education programmes in both primary and secondary schools were attuned to industrial needs and the facilities for higher technical education at the Technological Institute and "possibly at the University College of the West Indies."[33] By 1960 an Engineering Block was completed for the College of Art, Science and Technology at that university at a cost of £102,000.[34] In addition,

---

[31] Ibid., p. 69.

[32] Jamaica Hansard, Proceedings of the House of Representatives, Session 1955-56, No. 3, p. 495.

[33] Report on Jamaica, 1958, p. 165.

[34] Ibid., 1960, p. 184.

provisions were made for higher training in technical education overseas. During the planning of the new 5-Year Development Programme in Trinidad in 1957 it was fully realised that, with the rapidly expanding economic and social development of the island, qualified men were greatly needed to fill important positions in Industry and Commerce as well as in the Public Services. In 1958 three special scholarships were granted for training in various branches of Petroleum Technology.[35] In Barbardos two Technical Teachers Training scholarships to the United Kingdom were granted in 1960.[36] The holders were to return to their territories to aid in developing technical education programmes. In this way British influence was exerted in the colonies.

That the students of the Technical Institute at San Fernando, Trinidad, as well as other areas in the British West Indies prepare for the examinations of the City and Guilds of London Institute is also indicative of British influence. It shows too that gradually the West Indians had been learning to accept the value of other forms of education than the classical type. It will be remembered that English preference for classical education had greatly influenced the thinking of West Indians along that line. But although in England things had changed, yet for some time West Indians continued in the traditional ways. The Moyne Report of 1939, in its comment on education in the

---

[35] Trinidad and Tobago, Administration Report of the Education Department for the Year 1958, p. 6.

[36] Barbados, Report for the Years 1960-61, p. 55.

West Indies Stated:

> Curricula are on the whole ill-adapted to the needs of the large mass of the population and adhere far too closely to models which have become out of date in the British practice from which they were blindly copied.[37]

The Great Exhibition in 1851, and subsequent ones in Paris had shown Great Britain that its supremacy in world trade and industrialization was being challenged by foreign competitors whose investments in the technical education of their workers were rapidly paying off in industrial productive efficiency. In 1875 a Commission under the chairmanship of the Duke of Devonshire reported on the various steps that were taken by other countries.[38] This instigated the Livery Companies of London to found the City and Guilds of London Institute in 1877 to prepare those who would enter industry.[39] The Report of the Royal Commission on Technical Instruction 1881-1884 which made provision for technical education as part of the system of public instruction also recommended a good general education as a basis for technical instruction. This was the first step in that direction. It is important to note that this idea was adopted in the British West Indies after World War II.

---

[37]The Moyne Report, 1939, as quoted by Shirley Gordon, op. cit., p. 293.

[38]S. J. Curtis, History of Education in Great Britain (London, 1948), p. 481.

[39]Gertrude Williams, Recruitment to Skilled Trades (London, 1957), p. 140.

Other developments in England late in the nineteenth century continued to promote technical education. One of these was the reorganization of local government in 1888 which resulted in the creation of county and county borough councils empowered to provide Rate Aid for education. Another was the Local Taxation (Customs and Excise) Act of 1890 which provided the new authorities with funds for technical education. The beginning of the twentieth century saw great strides forward in vocational and technical education. The Education Act of 1902 greatly strengthened the foundations for a coherent, integrated system of education. The Education Act of 1918 envisaged the extension of technical education to include all those under 18 years of age. When education was reorganized under the Education Act of 1944 junior technical schools were encouraged and these gradually became the basis of the secondary technical schools.[40] Educational grants were available not only for those subjects approved by the Science and Art Department, but for almost any branch of instruction. In time more and more attention was given to courses relating to the operations of industry.

Industrial development in the British West Indies after the war also made it imperative to place more emphasis on vocational and technical education. In various ways

---

[40] Ibid., p. 143.

practices in the mother country were imitated. A new Technical Institute was completed in Barbados in 1956. It provided training for secondary school pupils who may proceed to higher diplomas or a University degree, indentured servants on the "day release" system, and evening students. The Day Release means that young workers were paid for one day a week to attend formal instruction. This system was introduced in England early in the twentieth century. It was encouraged by the Education Act of 1944.[41]

Notwithstanding these developments facilities for technical education still remained inadequate. It is heartening, however, that changes had taken place in the direction of progress. There was no going back. What Mr. Glasspole, Minister of Education, said to the House of Representatives on November 16, 1960 concerning the changes that were taking place in Jamaica is applicable to all the British colonies:

> The compelling [social and economic] needs of Jamaica . .. fully support the changes being carried out for the purposes of technical education. The step is a progressive and not a retrograde one.[42]

And Thomas Simey, very correctly observed that the deficiencies have been recognized, and that in the situation lack of more rapid progress must be attributed to a general

---

[41] Richard Gross, British Secondary Education (London, 1965), p. 470.

51

[42] Jamaica Hansard, Proceedings of the House of Representatives, Session 1960-61, No. 4, p. 646.

shortage of funds rather than to the absence of the will to progress.[43] Truly, these changes can be considered as symptoms of an evolution which is in the process of undoing the past and giving hope to the West Indian people by opening up to them the prospect of a great future.

---

[43]Thomas Simey, Welfare and Planning in the West Indies (Oxford, 1946), pp. 121-122.

CONCLUSION

It should be clear from the facts presented that by 1960 technical education in the British West Indies had proceeded somewhat apace. This was a far cry from the situation which prevailed before World War II. That situation lagged primarily because of lack of funds, but also in part because of the disinterestedness of West Indians in education other than the classical or literary type.

The economic factor was to be of great importance in technical education developments after the war. Technical education is quite expensive to undertake. The Marriott-Mayhew Education Report of 1933 had shown that a poor economy lay at the heart of the lack of progress in West Indian education. Great Britain and the United States, realizing the strategic importance of the Caribbean islands rushed massive economic aid for their development during the war. A portion of this aid was used directly for education and welfare developments, while other portions were used for subsidizing industries. The indirect effect of the latter on developments in technical education was tremendous. On the one hand the increase in revenue which accrued from industrial development made possible the finance necessary for launching technical education programmes. On the other

hand improvement of the standard of living as a result of the impact of economic development through industrial progress, convinced West Indians that more attention should be given to technical education. If industrial and economic progress were to be maintained then it was imperative that advancement in technical education be made accordingly.

Training schemes in technical education became, to no small extent, the joint responsibility of education and industry. The former provided theoretical training for apprentices and others who received practical training from the latter. Industry played a great part in providing funds for scholarships and the facilities necessary for successful technical education programmes. Indeed, industry was the great hub in the development of technical education which was the avenue of progress. Of course industry was interested in its own expansion, but this also rebounded in economic and social progress of the whole community. And the promise of future employment held out by industry generated a demand for technical education among the youth themselves.

All this was bound to have some effect on the content and organization of education. Technical education was gradually integrated with secondary and post-secondary education. The trend was more and more in step with industrial advances and technological developments. While fundamental education was by no means neglected the organization of curricula in Technical High Schools came more and more to

be based in part on scientific and analytical methods dealing with particular trades. At last efforts were being made to relate education to the growing needs of the developing West Indian islands.

Of course there is still room for improvement. The situation has only been tapped. Certainly there are still traces of the one-sided view that only book-learning is important and the financial position of many islands makes it difficult for them to face the almost prohibitive cost of building and equipping technical institutions. But something has been accomplished; and this is important. Other developments should include more trade training, centres in the smaller islands and established regional centres for technical education. Short courses should be arranged for teachers who are interested in and have the aptitude for trade and industrial education. A greater number of scholarships should be awarded to students of technology who would become technical instructors. The future will then see greater developments in technical education in the British West Indies.

BIBLIOGRAPHY

Primary Sources

Antigua. Report on the Education Department for the Year 1938. St. John's, Antigua: Government Printing Office, 1940.

Barbados. Year Book, 1937. Barbados, B.W.I.: The Advocate Press, 1937.

Caribbean Commission. Central Secretariat. Caribbean Economic Review. Port-of-Spain, Trinidad: Guardian Commerical Printery, 1949.

Caribbean Commission. Central Secretariat. Development of Vocational Education in the Caribbean. Port of Spain, Trinidad: Kent House, 1956.

Caribbean Commission. Report of the Anglo-American Caribbean Commission to the Governments of the United States and Great Britain for the Years 1942-43. Washington, 1943.

Caribbean Quarterly, Vol. X, March, 1964.

Chatham House Memoranda. The British Caribbean. A Brief Political and Economic Survey. Oxford: The University Press, 1957.

Daily Gleaner, Jamaica, January, 1950.

Great Britain. Colonial Office. Barbedos, Reports for the Years 1956-57. London: Her Majesty's Stationery Office, 1959.

Great Britain. Colonial Office. Despatch from Secretary of State for the Colonies to Colonial Government regarding certain aspects of Colonial Policy in War Time. British Guiana: The Argosy Company Limited, 1941.

Great Britain. Colonial Office. Development and Welfare in the West Indies, 1940-42. London: Her Majesty's Stationery Office, 1943.

Great Britain. Colonial Office. Jamaica, Report for the Year 1958. London: Her Majesty's Stationery Office, 1959.

Great Britain. Colonial Office. Trinidad and Tobago, Report for the Year 1955. London: Her Majesty's Stationery Office, 1956.

Great Britain. Colonial Office. West India Royal Commission, 1938-39. London: Her Majesty's Stationery Office. 1945.

Jamaica. Annual Report of the Education Department for the Year ending 31st December, 1936. Kingston: Government Printing Office, 1937.

Jamaica Hansard. Proceedings of the House of Representatives of Jamaica. Session 1955-56. Kingston: The Gleaner Co. Ltd., 1957.

Jamaica Year Book, 1938. Kingston, 1939.

Latin American Institute. Economic Problems of the Caribbean Area. Speeches: addresses and abstract papers delivered at the Public Conference held in New York. . . May 1, 1943. New York, 1943.

Leeward Islands. Report of the Education Department for the Year 1937. St. John's, Antigua: Government Printing Office, 1938.

Lloyd, William. Letters from the West Indies. London: Darton and Harvey, 1836.

Mission of the International Bank of Reconstruction. Report on the Economic Development of Jamaica. Baltimore: The Johns Hopkins Press, 1952.

Proceedings of the Ninth West Indian Agricultural Conference. Kingston: Government Printing Office, 1925.